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ABSTRACT

This annotated bibliography is a guide to the literature on urban and minority education cited in the January through December issues of "Resources in Education." It includes references on such topics as school desegregation and urban life, bilingual and multicultural education, ethnic and racial groups, higher education, and sex equity. The bibliography is arranged by ED (Eric Document) number. An index to the subject(s) of each document appears at the end of the bibliography, and is followed by information about where to read or obtain the cited documents. (Author/JCD)

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August 1981

EQUAL OPPORTUNITY REVIEW

ERIC® Clearinghouse on Urban Education

ERIC References on Urban and Minority Education

This bibliography of ERIC references is meant to be a guide to the literature on urban and minority education accessible through the ERIC system, a national information storage and retrieval system for educational documentation. It contains annotated references on such topics as school integration and urban life; bilingual and multicultural education; ethnic and racial groups; higher education; and sex equity, which were cited in the January through December 1980 issues of *Resources in Education* (the abstract journal of the ERIC system). The bibliography does not cite journal articles, which are annotated and indexed in *Current Index to Journals in Education*, ERIC's guide to the journal literature. The citations update the bibliographies published by the Clearinghouse covering similar topics in previous issues of *Resources in Education* (see ED 128 492, ED 143 720, ED 162 013, ED 173 506, and ED 190 736).

The bibliography is arranged by ED (ERIC Document) identification number, which precedes each citation. At the end of the bibliography is an index to the subject(s) of each document cited in the bibliography. Information about where to read or obtain the cited documents follows the bibliography. Please note some works are available only through their original source, not through the ERIC system. Also in some cases, the work is available only in microfiche, noted "Document not available in paper copy."

ED 174 778
Nazario, Nancy. *Moving toward Sex Equity in Vocational Education. A Study in Five Parts*. December 1978. 604p. (Document not available in paper copy.)

Designed for California vocational education programs, the document contains: (1) a glossary of sex equity terms; (2) a checklist on sources of sex bias in the schools; (3) five years of data on female/male vocational education enrollments in high schools and community colleges; (4) data comparing student occupational interests and program enrollments; and (5) an annotated bibliography.

ED 174 854
Verheyden-Hilliard, Mary Ellen. *Reducing Sex Stereotyping in Career Education: Some Promising Approaches to Persistent Problems*. Washington, D.C.: Verheyden and Associates, June 1979. 84p.

Findings are reported from a review of useful projects funded by the Office of Career Education from 1975 to 1977, as well as other Federal and non-Federal projects.

ED 175 286
Development Associates, Inc., Arlington, Virginia. *A Study of the State of Bilingual Materials Development and the Transition of Materials to the Classroom. A Final Report: Inventory, Volume 2*. November 1978. 647p.

The volume presents an inventory of available and in-progress U.S. bilingual instructional materials. It identifies gaps in the inventory, and analyzes the likely market for material represented by the gaps.

ED 175 288
Center for Applied Linguistics, Arlington, Virginia. *A Selected, Annotated Bibliography of Materials for Teaching English to Indo-Chinese Refugee Adults [Revised Version]. Adult Education Services, No. 2. Indochinese Refugee Education Guides*. 69p. September 1979.

Materials collected are directed to the adult refugee planning employment or vocational training. Chosen for their success or need, they are annotated by appropriateness to varying English-speaking abilities.

ED 175 946
Council for Financial Aid to Education, New York. *Special Program for Minorities and Women in Higher Education*. 1978. 48p. (Available from the Council for Financial Aid to Education, 680 Tryon Avenue, New York, New York 10019 for $4.00.)

The document describes programs at black, minority, and women's colleges, as well as corporate-supported career-oriented programs. The focus is on careers in engineering, business, business administration, medicine, dentistry, and law.

UD021902

Institute for Urban and Minority Education, **Teachers College**, Columbia University
New York, New York 10027

ED 175 948
Jensen, Arthur R., and Inouye, Arlene R. *Level I and Level II Abilities in Asian, White and Black Children*. 1979. 23p. (Document not available in paper copy.)

A study of grades 2 to 6 children in a California school district indicates differences among three ethnic groups on level I (memory) and level II (general intelligence) in Jensen's system. Results are also correlated with scholastic achievement.

ED 175 957
Sanchez, Alberto R. (Comp.). *Chinese Culture in the United States of America: An Annotated Bibliography*. Sacramento, California: California State University, Cross-Cultural Resource Center, June 1977. 72p.

Entries include bibliographies, general literature, and specialized works on: (1) history of Chinese immigration to the United States; (2) social structure of the Chinese in the United States; (3) psychology; (4) education; (5) social dynamics; (6) race and ethnic relations; and (7) contributions and achievements.

ED 175 958
Connor, John W. (Comp.). *Japanese Culture in the United States of America: An Annotated Bibliography*. Sacramento, California: California State University, Cross-Cultural Resource Center, June 1977. 45p.

Citations are reviewed from an anthropological perspective. They include: (1) bibliographies; (2) general studies; (3) cultural heritage of the immigrant generation; (4) experience through World War II; and (5) contemporary experience of Japanese Americans.

ED 175 961
Bell, Derrick A., Jr. *Legal Analysis: Trends in School Desegregation Law, No. 2, December 1978*. Denver, Colorado: Education Commission of the States, National Project and Task Force on Desegregation Studies, December 1978. 13p. (Document not available in paper copy.)

Reviews desegregation court cases and district attempts to implement court decisions, especially as they relate to the failure to achieve racial balance in urban school districts. Also discusses educational improvements in predominantly minority schools, and concludes that judicial support and oversight are needed here.

ED 175 971
Cohen, Elizabeth G. *Status Equalization in the Desegregated School*. April 1979. 45p.

Describes a field experiment in three communities in the San Francisco Bay area to test the effectiveness of the Multiple Abilities Curriculum and Expectations Training in equalizing race relationships in the desegregated classroom.

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ED 175 974
Bureau of the Census (DOC), Suitland, Maryland. Population Division. *The Social and Economic Status of the Black Population in the United States: An Historical View, 1790-1978. Current Population Reports, Special Studies, Series P-23, No. 80*. 1979. 270p.

Focuses on historical changes in population distribution, income levels, labor force, employment, education, family composition, mortality, fertility, housing, voting, public office holding, armed forces personnel, and living conditions. Data are drawn from the Bureau of Census, other federal agencies, and private organizations.

ED 175 980
Cooper, Bruce S. *Turning Points in Educational Policy Implementation: An Analytic History of the Response to Educational Needs Project, 1968-1978*. Washington, D.C.: National Institute of Education (DHEW), Educational Equity Group, Desegregation Studies Division, May 1979. 330p.

Recounts the 11-year history of the Anacostia Community School Project in Washington, D.C., which aimed to revive citizen interest, retrain teachers, and increase curricular relevance. Lessons are provided for government policy makers, schools, and public interest groups.

ED 175 984
de Groot, Jane (Ed.). *Education for All People: A Grassroots Primer*. Boston, Massachusetts: Institute for Responsive Education, July 1979. 169p.

Offers information about national organizations which can help parents, citizens, and grass-roots organizations become more directly involved in educational policy making. A "tool kit" contains lists of hot lines for families and children, sample letters to school officials, checklists for evaluating schools, and practical suggestions for dealing with school officials.

ED 175 986
Nelson, Kathryn. *Recent Suburbanization of Blacks: How Much, Who, and Where?* Washington, D.C.: Department of Housing and Urban Development, Office of Policy Development and Research, February 1979. 42p.

Covers 19 of the nation's largest metropolitan areas (SMSAs) from the late 1950s to the mid 1970s. Concludes that black migration has shifted since 1970 in all SMSAs studied, but that in most black suburbanization remains below whites.

ED 175 994
Steiger, JoAnn M., and Szanton, Eleanor S. *Job Training for Low Income Women: The Need for Change*. McLean, Virginia: Steiger, Fink, and Kosecoff, Inc., December 13, 1976. 158p. (Document not available in paper copy.)

The study explored the problems of low-income women in job training, employment, and earnings, and the extent to which some HEW and HEW-related programs address these problems. Programs with potential for helping low-income women to increase their earning power are discussed.

ED 176 290
Poindexter, Paula M., and Stroman, Carolyn A. *Minorities and the Mass Media: A Review of the Literature, 1948-1978*. August 1979. 35p.

Sixty-seven studies are reviewed, indicating differences between blacks and whites in time spent watching television and reading newspapers and magazines, in critical attitude toward the media, in representation in news items and television programs, and in enrollment in schools of journalism.

ED 176 371
Burbules, Nicholas C., and others. *Equity, Equal Opportunity, and Education*. Stanford, California: Stanford University, California Center for Educational Research at Stanford, September 1979. 51p.

Several conceptions of equal opportunity are analyzed as they

relate to equity, justice, and educational policy. The author suggests that equal opportunity must be supplemented by other normative principles to ensure educational and social outcomes.

ED 176 372
Burbules, Nicholas C., and Sherman, Ann L. *Equal Educational Opportunity: Ideal or Ideology?* Stanford, California: Stanford University, California Center for Educational Research at Stanford, May 1979. 21p.

Major criticisms of the concept of equal educational opportunity are explored. Other principles are suggested that might be added to equal opportunity to render it necessary and sufficient for a just distribution of educational benefits.

ED 176 374
Levin, Henry M. *Education and Earnings of Blacks and the "Brown" Decision. Program Report No. 79-B13.* Stanford, California: Stanford University, California Center for Educational Research at Stanford, October 1979. 51p.

The impact of the Brown decision on the relative educational attainments and earnings of blacks and whites is explored. The argument is made that improvement occurred for blacks, although partially through the creation of a more generally favorable climate.

ED 176 643
Saiki, Patricia, and others. *Bakke and Beyond. Invitational Regional Seminar. Collected Papers.* Palo Alto, California: Aspen Institute for Humanistic Studies. Denver, Colorado: Educational Commission of the States. 1978. 173p. (Paper copy not available from EDRS.)

Papers collected from a series of 1978 regional seminars focusing on affirmative action in the light of the Bakke decision.

ED 176 736
Nilsen, Alleen Pace, and Tyler, Karen Beyard. *Promoting Educational Equity through School Libraries. Introduction and Module 1: Assumptions about "Male" and "Female."* Tempe, Arizona: Arizona State University, 1978. 28p. (Document not available in paper copy. Available from EDC/WEEAP Distribution Center, 39 Chapel Street, Newton, Massachusetts 02160 for $0.50.)

Traditional ideas about differences between men and women are examined in this introductory learning module in a continuing education program for in-service school media specialists. This and the four following modules have accompanying activity books.

ED 176 737
Nilsen, Alleen Pace, and Tyler, Karen Beyard. *Promoting Educational Equity through School Libraries. Module 2: Sexism and Sex-Role Stereotyping in School Materials.* Tempe, Arizona: Arizona State University, 1978. 31p. (Document not available in paper copy. Available from EDC/WEEAP Distribution Center, 39 Chapel Street, Newton, Massachusetts 02160 for $0.75.)

This second module focuses on how sex stereotyping and inaccurate ideas about sex differences are transmitted through instructional materials.

ED 176 738
Nilsen, Alleen Pace, and Tyler, Karen Beyard. *Promoting Educational Equity through School Libraries. Module 3: Sex-Fair Instructional Materials.* Tempe, Arizona: Arizona State University, 1978. 8p. (Document not available in paper copy. Available from EDC/WEEAP Distribution Center, 39 Chapel Street, Newton, Massachusetts 02160 for $0.25.)

The sex-fair characteristics school librarians and media specialists should look for in the content, language, and illustrations when selecting instructional materials are described in this third module.

ED 176 739
Nilsen, Alleen Pace, and Tyler, Karen Beyard. *Promoting Educational Equity through School Libraries. Module 4: Sex-Fair Resources for School Libraries.* Tempe, Arizona: Arizona State University, 1978. 29p. (Document not available in paper copy. Available from EDC/WEEAP Distribution Center, 39 Chapel Street, Newton, Massachusetts 02160 for $0.75.)

Guidance is offered in examining omissions, stereotypes, and sexism in traditional reference sources in this fourth module. Forty sources to correct existing deficiencies are also suggested.

ED 176 740
Nilsen, Alleen Pace, and Tyler, Karen Beyard. *Promoting Educational Equity through School Libraries. Module 5: Educational Equity in the Library.* Tempe, Arizona: Arizona State University, 1978. 25p. (Document not available in paper copy. Available from EDC/WEEAP Distribution Center, 39 Chapel Street, Newton, Massachusetts 02160 for $0.75.)

Suggestions are offered to aid in identifying sexism and sex-role stereotyping in instructional materials and to help trainees foster equity in their own institutions. An action rating sheet and workshop evaluation form are included.

ED 176 831
Beckwith, Miriam M., and Edwards, Sandra J. *Ethnic Minorities in Two-Year Colleges: Report to the Higher Education Research Institute.* Los Angeles, California: Center for the Study of Community Colleges, September 1979. 107p.

Research on ethnic minority participation in community colleges is reviewed. Included are enrollment data from state and national studies; contradictory research on attrition; findings about the effectiveness of special programs and services for minorities; and suggestions for overcoming barriers created by open admissions, encouraging minority participation, and articulating community with senior colleges.

ED 177 045
Tanaka, Masako N., and Stripp, Steven. *Trainers in Multicultural Education: Final Report.* San Francisco, California: Far West Laboratory for Educational Research and Development, September 30, 1978. 179p. (Document not available in paper copy.)

This is the final report of a 10-month training/research project on the feasibility of training on-site educators to become evaluators of multicultural classrooms in California. Training modules follow.

ED 177 046
Far West Laboratory for Educational Research and Development, San Francisco, California. *Communicating and Working with Parents in the Multicultural Classroom.* November 1977. 96p.

Twelve activities, divided into seven sessions, are designed to enhance teachers' effectiveness with parents and to encourage parental participation.

ED 177 047
Far West Laboratory for Educational Research and Development, San Francisco, California. *Developing Sense Perception in the Multicultural Classroom.* March 1978. 87p.

This guide provides six sections of group activities for teachers to aid in developing sensory perception in a multicultural classroom.

ED 177 048
Far West Laboratory for Educational Research and Development, San Francisco, California. *Selecting Children's Books with Multicultural Perspective.* November 1977. 92p. (Paper copy not available from EDRS.)

Three lessons are designed to train teachers to select children's books with a multicultural perspective.

ED 177 049
Tanaka, Masako N. *Setting up the Multicultural Classroom.* San Francisco, California: Far West Laboratory for Educational Research and Development. November 1977. 74p. (Document not available in paper copy.)

This guide, in four chapters, provides activities to train teachers

to set up a multicultural classroom. Assistance is offered for the private area, individual free-work area, learning center with and without surfaces for work, general classroom activity area, and large group free area.

ED 177 066
Gordon, Edmund W., and others. *Human Diversity and Pedagogy*. Princeton, New Jersey: Educational Testing Service, June 30, 1979. 729p.

Information on human diversity is analyzed as it relates to educational research, design and management. The importance of situational influences and person-environment interaction is stressed. Effective learning is said to occur when diversity variables are in balance.

ED 177 255
Skinner, Kenneth A., and Hendricks, Glenn L. *Indochinese Refugees: An Emerging Ethnic Minority*. November 1978. 33p.

Based upon research in Minnesota, the paper examines how and why education and other institutions of the dominant society shape the self-identity of Indochinese refugees in the process of providing them with resources.

ED 177 256
Ianni, Francis A. J., and Reuss-Ianni, Elizabeth. *School Crime and the Social Order of the School*. New York, New York: Columbia University, Institute for Urban and Minority Education, ERIC Clearinghouse on Urban Education, 1979. 13p.

Data on school violence and crime are analyzed. Findings are that: (1) there has been a leveling off or decrease in the past years; (2) school violence is not simply reflective of community crime rates; (3) overcrowding and interracial conflict increase community crime rates; (4) school characteristics have a significant bearing on school violence; and (5) changes in rules, structure, leadership style, and social control techniques can control or prevent violence.

ED 177 262
Royster, Eugene C., and others. *Study of the Emergency School Aid Act Magnet School Program. Final Report*. Cambridge, Massachusetts: Abt Associates, Inc., February 13, 1979. 208p.

A sample of 18 school districts is analyzed to determine the effectiveness of magnet school programs in school desegregation. Recommendations for the conduct of ESAA Magnet Programs are suggested.

ED 177 263
Royster, Eugene C., and others. *Magnet Schools and Desegregation: Study of the Emergency School Aid Act Magnet School Program. Summary Report*. Cambridge, Massachusetts: Abt Associates, Inc., July 6, 1979. 30p.

A sample of 18 schools is used to examine those characteristics of magnet schools that correlate with desegregation effectiveness. Recommendations are outlined.

ED 177 267
Beckum, Leonard C. *Desegregation/Integration: Help or Hindrance in Overcoming Black School Failure*. April 11, 1979. 24p.

An analysis and critique are offered of existing research on school desegregation. It is argued that clearly focused within-school or classroom studies will provide more significant data than quantitative panoramic research in addressing the educational needs of the disadvantaged.

ED 177 276
Kimbrough, Jackie, and Hyman, James. *An Evaluation of the Emergency School Aid Act Nonprofit Organization Program: Vol. I, An Analysis of Federal Program Implementation and Funding Procedures*. Santa Monica, California: Rand Corporation, December 1978. 128p.

This study describes the national and Federal level of NPO implementation, and the relation between Federal implementation and local NPO operations. Criteria used in awarding grants and analyses of the targeting of funds are also offered.

ED 177 315
Harrison, Laurie R., and others. *Primary Data of the Vocational Equity Study. Final Report: Volume I*. Palo Alto, California: American Institutes for Research in the Behavioral Sciences, April 1979. 613p.

This volume reviews methods and results of the congressionally mandated study on sex discrimination and stereotyping in vocational education. Findings are organized according to: (1) state level; (2) local agency level; (3) school level; (4) interviewee's opinions and perceptions; (5) suggestions for productive approaches; and (6) constraints on equity.

ED 177 316
Steiger, JoAnn, and others. *Literature and Secondary Data Review of the Vocational Education Equity Study. Final Report: Volume II*. Palo Alto, California: American Institutes for Research in the Behavioral Sciences, March 1979. 261p.

A review of the literature and secondary data on sex discrimination and stereotyping in vocational education. Bibliography included.

ED 177 317
Wheeler, Jeanette D., and others. *Case Studies and Promising Approaches. Vocational Education Equity Study. Final Report: Volume III*. Palo Alto, California: American Institutes for Research in the Behavioral Sciences, March 1979. 240p.

Information is provided from a nationwide survey of programs developed to reduce sex inequities in vocational education. Included are 12 case studies of existing programs and 12 promising approaches.

ED 177 318
Dahl, Peter R., and others. *Replication Handbook. Vocational Education Equity Study. Final Report: Volume IV*. Palo Alto, California: American Institutes for Research in the Behavioral Sciences, March 1979. 238p.

Procedures and instruments are provided for educators to use in assessing sex equity in their own settings. Appendixes provide copies of data collection materials developed in the Vocational Education Equity Study, as well as steps in the development and use of the forms.

ED 177 319
Harrison, Laurie R., and Dahl, Peter R. *Executive Summary of the Vocational Education Equity Study. Final Report*. Palo Alto, California: American Institutes for Research in the Behavioral Sciences, April 1979. 45p.

Forty-nine states and the District of Columbia were visited, and a stratified random sample of 100 schools was selected from comprehensive high schools, vocational centers, technical institutes, and community-junior colleges. Information on vocational education was obtained from four counselors, eight teachers, and 35 students in each school.

ED 177 369
Wittenberg, Jeana. *Improving Girls' Occupational Potential. A Review of the Literature*. Washington, D.C.: Commission on Civil Rights, February 1978. 274p. (Document not available in paper copy.)

This review discusses information and theories of vocational development; sex differences in self-concept and sense of competence; important socialization influences on women; and interventions, by age levels, enhancing girls' occupational potential.

ED 177 435
Whitson, Karin S., and others. *Urban CETA-Based Guidance Services*. Columbus, Ohio: Ohio State University, Columbus National Center for Research in Vocational Education, January 1979. 191p.

This document is designed as a framework for planning guidance

service for under- and unemployed urban adults. It reviews research and site visit reports on urban CETA-based guidance services, examines cooperative relationships among business and government in delivering guidance services to CETA participants, and discusses the service component of the guidance model. An annotated bibliography of resources is included.

ED 177 484
Venezky, Richard L., and Winfield, Linda F. *Schools That Succeed beyond Expectations in Teaching. Studies in Education. Technical Report No. 1.* Newark, Delaware: Delaware University, August 1979. 52p.

Several elementary schools which draw low socio-economic students and succeed in teaching reading were studied to determine the causes of their academic achievement. Based on observation, interviews, and test scores, two prime causes of success were discovered: achievement orientation and building-wide instructional efficiency.

ED 178 615
Lewis, Ronald H. *Do Minorities Embrace the Concept of Minimum Competency?* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, December 1979. 12p.

This paper argues that, while minorities see minimum-competency testing (MCT) as blaming the student for failure and leading to resegregation, competency-based education (CBE) is viewed as structuring educational goals for specific outcomes and remediating student weaknesses.

ED 178 616
Down, A. Graham. *Implications of Minimum-Competency Testing for Minority Students.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, December 1979. 12p.

This paper discusses the abuses which have led to minority mistrust of minimum-competency testing, but argues that minimum-competency standards guarantee that no child will leave school as a functional illiterate.

ED 178 617
Mizell, M. Hayes. *Minimum Competency Programs, Protected Classes, and Federal Agencies.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, December 1979. 19p.

This paper argues that two Federal agencies, the Office for Civil Rights and the Division of Education for the Disadvantaged, should take more initiative in minimum-competency testing programs.

ED 178 618
Scott, Hugh J. *Minimum-Competency Testing: The Newest Obstruction to the Education of Black and Other Disadvantaged Americans.* Princeton, New Jersey: ERIC Clearinghouse on Tests, Measurement, and Evaluation, December 1979. 20p.

The author criticizes minimum-competency testing for nine cognitive, affective, and social reasons.

ED 178 627
Jones, Leon. *From Brown to Boston: Desegregation in Education, 1954-1974. Volume I: Articles and Books. Volume II: Legal Cases and Indexes.* 1979. 2,356p. (Document not available from EDRS. Available from Scarecrow Press, Inc., 52 Liberty Street, P.O. Box 656, Metuchen, New Jersey 08840; $69.50.)

This annotated bibliography contains over 5,000 books, articles, and legal cases, arranged chronologically by document type.

ED 178 635
Clark, Thomas A. *Blacks in Suburbs: A National Perspective.* New Brunswick, New Jersey: Rutgers, The State University, Center for Urban Policy Research, 1979. 135p. (Document not available in paper copy.)

This book reviews the research on black suburbanization, offering demographic trends, interregional differences, social and economic sources of migration, and case studies of several metropolitan areas.

ED 178 636
Bickel, Frank, and Qualls, Robert. *Project Student Concerns: A Study of Minority Student Suspensions. Interim Report.* Louisville, Kentucky: Jefferson County Education Consortium, September 1979. 194p.

This summary of research completed during 1978-79 emphasizes the behavior of teachers and administrators in the student discipline process.

ED 178 643
Stout, Robert T. *Facilitating Desegregation: A Handbook for Community Organizations.* Santa Monica, California: Rand Corporation, December 1978. 31p.

This handbook, based partly on the Rand Corporation's evaluation of the nonprofit organization program of the Emergency School Aid Act, describes successful activities and strategies used by community organizations to promote school desegregation. Successful strategies are described as "political" and "activist."

ED 178 652
Commission on Civil Rights, Washington, D.C. *Twenty Years after Brown: A Report of the United States Commission on Civil Rights.* 1979. 198p.

The volume analyzes information on the changing status of civil rights for minorities and women in education, employment, public accommodations, and housing since 1954.

ED 178 658
Noboa, Abdin. *ESEA — Triumph or Tribulation for the Hispanic: A Review of the Research with Special Emphasis on Title I.* August 21, 1978. 41p.

Research findings from major educational evaluations of ESEA are presented as an argument that the intent of the act and its subsequent amendments has been aborted by impotent enforcement and insufficient appropriation of resources.

ED 178 659
Billings, Charles E. *Decorum and Discipline: The Politics of Black Exclusion in Secondary Schools.* March 1979. 18p. (Document not available in paper copy.)

A "nonconsent" posture taken by black students is described as a source of their higher suspension rates in a school district in southeastern United States.

ED 178 763
Thomas, Gail E. *Black Youth and the Labor Market: The Unemployment Dilemma.* Baltimore, Maryland: CISA, Inc., March 1979. 58p.

Sociological and economic theories of unemployment and occupational and status achievement are reviewed, along with empirical studies. Ralph Turner's concept of "sponsorship mobility" is offered as a policy approach for dealing with black and disadvantaged minority youth unemployment.

ED 178 837
Stebbins, Linda, and Ames, Nancy L. *Attaining Sex Equity in Counseling Programs and Practices. Application Booklet for Counselors.* Washington, D.C.: National Foundation for the Improvement of Education, Resource Center on Sex Roles in Education, September 1978. 80p.

Designed for elementary-secondary education counselors, this booklet includes: (1) consequences of sex discrimination and stereotyping; (2) Title IX regulations and requirements; (3) recommendations for a comprehensive sex-fair guidance program; and (4) recommendations for administering and interpreting career-interest inventories.

ED 179 579
Williams, E. Belvin. *Ability Testing and Affirmative Action: Some*

Theoretical and Practical Considerations. May 1979. 34p.

Types and functions of ability tests are described. Studies of test bias and fairness are cited. The use of test scores by institutions to make decisions about individuals is discussed and contrasted with their use as a vehicle for self-understanding.

ED 179 612

Montero, Darrel. *The Vietnamese Refugees in America: Patterns of Socioeconomic Adaptation*. 1978. 48p. (Document not available in paper copy.)

From telephone interview surveys conducted between July 1975 and August 1977, the author concludes that, despite low pay, difficulties with language, and other problems, Vietnamese refugees were making progress and moving toward self-sufficiency.

ED 179 624

ERIC Clearinghouse on Urban Education; National Origin Desegregation Assistance Center; Race Desegregation Assistance Center; Sex Desegregation Assistance Center, Columbia University, New York, New York. *Hispanic Migrations from the Caribbean and Latin America: Implications for Educational Policy, Planning and Practice; Conference Proceedings. ERIC/CUE Urban Diversity Series, Number 65, August 1979*. August 1979. 15p.

Jose Hernandez addresses the implications of Hispanic demographic patterns for educational planning. Rafael Valdiviesco focuses on the Federal role in Hispanic desegregation, including the effectiveness of bilingual education and compliance with the *Lau* v. *Nichols* decision.

ED 179 625

Mosher, Edith K., and others. *Pursuing Equal Educational Opportunity: School Politics and the New Activists. ERIC/CUE Urban Diversity Series, Number 64, Summer 1979*. New York, New York: Columbia University, ERIC Clearinghouse on Urban Education, 1979. 30p.

The role of the Federal government is described and four case studies are presented of attempts to change educational policies and programs in the 1970s. The studies are compared in terms of concepts of equality espoused, strategies employed, and the interplay of judicial, legislative, and administrative activities to arrive at observations about the historical and political aspects of educational reform.

ED 179 634

Education Commission of the States, Denver, Colorado. National Project and Task Force on Desegregation Studies. *Legal Analysis: Trends in School Desegregation Law. No. 3, October 1979*. October 1979. 16p. (Document not available in paper copy.)

Two articles comment on the recent Supreme Court decisions on desegregation in Columbus and Dayton, Ohio. William Taylor offers a legal analysis of the decisions and their implications. Derrick Bell appraises the national environment in which the decisions must be interpreted.

ED 179 642

Gifford, Bernard R., and others. *The Association between Pupil Attendance and Socio-Economic Status in the Community School Districts of New York City*. Brooklyn, New York: New York City Board of Education, Office of the Deputy Chancellor, March 1977. 51p.

This paper critiques the attendance/property based method by which state aid is allotted, arguing that it fails to serve the goal of equal educational opportunity.

ED 179 643

Gifford, Bernard R. *School Finance Reform: The Case for Urban Schools*. New York, New York: Russell Sage Foundation, March 1978. 26p.

This paper reviews the implications of the 1974 *Levittown* v. *Nyquist* court case, which threatens to reduce state aid to large urban school districts, according to the author.

ED 179 644

Haney, Walt, and Kinyanjui, Kabiru. *Competency Testing and Equal Educational Opportunity. IRCD Bulletin, Volume 14, Number 2. Spring 1979*. New York, New York: Columbia University, ERIC Clearinghouse on Urban Education, 1979. 13p.

This document reviews progress in equal educational opportunity and some obstacles minimum-competency testing (MCT) may present to that goal.

ED 179 646

Vitullo-Martin, Thomas. *Catholic Inner-City Schools: The Future*. Washington, D.C.: United States Catholic Conference, 1979. 118p.

The argument is advanced that Catholic schools have much to offer the new inner-city populations, and that they can survive if they will adapt to changing conditions.

ED 179 647

Gappert, Gary (Ed.). *Urban Schools in Urban Systems, Selected Papers*. Philadelphia, Pennsylvania: Research for Better Schools, Inc., 1978. 279p. (Document not available in paper copy. Available from Research for Better Schools, Inc., 444 North Third Street, Philadelphia, Pennsylvania 19123; $16.)

A collection of papers from a conference focusing on partnership and progress in urban education.

ED 179 663

Hunt, Neen, and Holt, Ben (Eds.). *The Dropout Report: Number of Dropouts, Current Responses, Recommendations*. Brooklyn, New York: New York City Public Schools, October 16, 1979. 58p.

A survey of research on the reasons for the high dropout rate in New York City public high schools is followed by a review of some programs of prevention and recommendations for new policies and programs to reduce the rate of student dropouts.

ED 179 673

Williams, Georgia. *School Resegregation: Residential and School Process Study; A Collaborative Leadership Planning/Training Project. Executive Summary. Third Year Report: 1978-79*. Berkeley, California: Berkeley Unified School District, 1979. 75p. (Document not available in paper copy.)

This is the final report of a research project in Berkeley, California, to develop a model for leadership in school desegregation. The project is critiqued, but the model is held viable and exportable to other communities.

ED 179 677

Wax, Murray L. (Ed.). *Desegregated Schools: An Intimate Portrait Based on Five Ethnographic Studies*. August 1979. 139p.

This monograph summarizes five ethnographic studies of schools with different socioeconomic and geographic characteristics to determine whether desegregation has resulted in integration. The approximately two-year studies indicate that, as the white student population declined resegregation occurred.

ED 179 678

The Urban High School Reform Initiative: Final Report, Executive Summary. Washington, D.C.: Office of Education (DHEW), September 1979. 10p.

This is a summary of the final report of the Urban High School Reform initiative, a Federal effort designed to review the educational and related needs of large-city high school students,

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explore the Federal role in urban secondary education, and develop recommendations. The document summarizes the initiative's activities, provides an analysis of urban secondary schooling, and offers recommendations for Federal action in the areas of funding, school advocacy, and policy formation.

ED 179 679
Office of Education (DHEW), Washington, D.C. *The Urban High School Reform Initiative: Final Report*. Washington, D.C.: Office of Education (DHEW), September 1979. 164p.

This report contains the substance of the initiative's work and includes data highlighting the particular needs and problems of students in large-city secondary schools. Five themes for the reform of urban secondary schools, including shared decision making, diverse learning environments, school-community development, school finance and red tape, and research and dissemination, are outlined.

ED 179 680
Burns, Thomas J., and others. *The Urban High School Reform Initiative; Federal Education Law and Urban Secondary School Reform: A Legislative Analysis. Volume I: Reform Recommendations*. Washington, D.C.: Office of Education (DHEW), September 1979. 526p.

This volume, directed primarily to secondary school practitioners and other local agency educators, indexes major strategies emanating from the initiative's conferences and relates these strategies to existing Federal legislation.

ED 179 681
Burns, Thomas J., and others. *The Urban High School Reform Initiative; Federal Education Law and Urban Secondary School Reform: A Legislative Analysis. Volume II: Federal Support*. Washington, D.C.: Office of Education (DHEW), September 1979. 562p.

This volume lists legislation and relevant reform strategies as outlined by the Urban High School Reform Initiative. The document, intended to make Federal and State educational program managers more aware of urban secondary school needs and more able to use their funds to meet these needs, is arranged by Federal law.

ED 179 716
Prentice, Dinah (Ed.) *CETA/YEDPA Education Policy Issues and Recommendations. A NASBE Report*. Washington, D.C.: National Association of State Boards of Education, 1979. 48p.

This report represents the work of a national task force on youth employment policy convened to identify and address the basic educational issues generated by the Youth Employment and Demonstration Projects Act (YEDPA), part of the Comprehensive Employment and Training Act (CETA). Recommendations are for collaboration at all levels between education, employment, and training agencies; identification of excellent programs; and technical assistance to existing and future programs.

ED 179 775
Philpot, Wilbertine, and Bernstein, Stuart. *Minorities and Women in the Health Fields: Applicants, Students, and Workers. Health Manpower*. Bethesda, Maryland: Health Resources Administration (DHEW/PHS), Bureau of Health Manpower, October 1978. 130p.

A comprehensive look at the current and future supply of women and minorities in the health professions and in health professions schools is provided in this statistical report.

ED 180 509
de los Santos, Alfredo G., Jr. *Hispanics in the Community/Junior Colleges: Donde Estamos en al Año 1978*. August 1978. 37p.

After a brief history of the philosophy and functions of community colleges since the 1800s, this article presents a picture of Hispanic students in junior and community colleges in 1978. It includes enrollment trends, graduation rates, degrees awarded, and Hispanic faculty members. Reasons for nonparticipation are offered, and recommendations made.

ED 180 781
Thier, Herbert D. (Comp.). *SCIS and the Disadvantaged: A Report from the Field*. Berkeley, California: University of California, Science Curriculum Improvement Study, March 1970. 37p.

This paper discusses characteristics of the disadvantaged child, and the ways in which the Science Curriculum Improvement study meets his or her needs. Descriptive reports from teachers and administrators in 13 schools where SCIS materials were used are presented.

ED 180 913
Simms, Richard L., and Contreras, Gloria (Eds.). *Racism and Sexism: Responding to the Challenge*. Washington, D.C.: National Council for the Social Studies, 1980. 93p. (Paper copy not available from EDRS. Available from National Council for the Social Studies, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20036; $4.95.)

Five essays examine the responses of social studies to racism and sexism in the 1960s and 1970s. The final essay lists current materials for combating racist and sexist attitudes.

ED 181 089
Gittell, Marilyn, and others. *Citizen Organizations: Citizen Participation in Educational Decisionmaking. Final Research Report*. Boston, Massachusetts: Institute for Responsive Education, July 1979. 295p.

This study examines the ways in which parents and other community members, especially urban minorities and the poor, participate in decisions that bear on the education of their children. Information on the role and effectiveness of community organizations in Atlanta, Boston, and Los Angeles over a 15-month period is summarized.

ED 181 090
Gittell, Marilyn, and others. *Citizen Organizations: Citizen Participation in Educational Decisionmaking. Final Research Report: Appendices*. Boston, Massachusetts: Institute for Responsive Education, July 1979. 756p. (Document not available in paper copy.)

Information in the appendices includes: (1) demographic and political profiles of the three cities studied; (2) school system profiles; (3) community organization profiles; (4) research methods and procedures; (5) questionnaire, interview, and network data; and (6) a brief review of the literature on organizational typologies.

ED 181 097
Macaranas, Frederico M. *Education and Income Inequality among Asian Americans*. April 1979. 40p.

By reviewing several empirical studies, this paper attempts to tease out the effects of education, national origin, and attitudinal factors on the income of Chinese, Filipino and Japanese, particularly in the nursing profession.

ED 181 101
Miller, Norman, and Maruyama, Geoffrey. *Normative Influence in Desegregated Classrooms*. 1979. 27p.

The author argues that improved academic achievement by minority children in desegregated schools cannot be explained by "normative social influence." Rather, where gains are made, they are more likely the result of "informational social influence" and/or improved facilities.

ED 181 132
Holliday, Bertha G. *Desegration and Black Colleges: A Tangled Web of Policy, Politics and Practical Myths*. 1979. 29p. (Document not available in paper copy.)

This paper explores the creation of the country's dual racial system of higher education and the contradictory efforts made both to strengthen black colleges and eliminate them in favor of desegregation.

ED 181 142
Barclay, Suzanne, and others. *Schooling and Work among Youths from Low-Income Households; A Baseline Report from the Entitlement Demonstration*. New York, New York. Manpower Demonstration Research Corporation, April 9, 1979. 252p. (Document not available in paper copy.)

Survey results indicate that Entitlement demonstrations from the 1977 Youth Employment and Demonstration Projects Act are serving the youth population most in need and are offering innovative approaches to jobs while discouraging dropping out of school. Qualities necessary for program success are discussed.

ED 181 144
Hunt, Neen, and Woods, Jerry. *Interrupted Education: Students Who Drop Out*. Brooklyn, New York: New York City Board of Education, Office of Educational Evaluation, September 30, 1979. 128p.

A total of 229 persons, including staff, students and dropouts, were interviewed in 53 high schools with dropout-prevention programs. Problems leading to dropping out, student perceptions of dropout programs, staff understanding of the dropout problem, and recommendations are among the topics discussed.

ED 181 151
Cohen, Elizabeth G. *The Desegregated School: Problems in Status, Power and Interracial Climate*. Stanford, California: Stanford University, Center for Educational Research at Stanford, September 1979. 44p.

Academic status ordering and power in the informal world of students were investigated in three desegregated schools. The author suggests student social power as an effective treatment for problems stemming from academic status distinctions.

ED 181 156
Williams, Georgia. *School Resegregation: Residential and School Process Study. A Collaborative Leadership Planning/Training Project, Third Year: 1978-79. Final Report*. Berkeley, California: Berkeley Unified School District, August 1979. 302p. (Document not available in paper copy.)

This report summarizes work undertaken by the Berkeley unified school district to define a collaborative leadership planning/training model to combat school resegregation.

ED 181 157
Cunningham, George K., and Husk, William L. *The Impact of Court-Ordered Desegregation on Student Enrollment and Residential Patterns in the Jefferson County Kentucky Public School District, Final Report*. Louisville, Kentucky: Jefferson County Education Consortium, June 30, 1979. 225p. (Document not available in paper copy.)

This report analyzes public and private school enrollment and residential changes among black and white families in the years after the comprehensive metropolitan school desegregation plan was implemented in 1975.

ED 181 160
Genova, William J., and Walberg, Herbert J. *Promoting Student Integration in City High Schools: A Research Study and Improvement Guide for Practitioners. Executive Summary*. Newton, Massachusetts: TDR Associates, Inc., September 1979. 10p. (Document not available in paper copy.)

According to this research report, school integration (students of different racial and ethnic backgrounds knowing and getting along with each other) is advanced by the following practices: social mixing, racial fairness, staff support for integration, security, staff modeling, and multicultural exposure. A high correlation is also reported between school integration and educational climate.

ED 181 161
Genova, William J., and Walberg, Herbert J. *Promoting Student Integration in City High Schools: A Research Study and Improvement Guidelines for Practitioners. Final Report*. Newton, Massachusetts: TDR Associates, Inc., September 1979. 146p.

In this study of juniors in racially mixed high schools, student attitudes and behavior toward people of different racial and ethnic backgrounds are reported to be significantly related to school integration practices (racial fairness and mixing, staff support for integration, security, staff modeling, and multicultural exposure) and 13 school climate factors (including student involvement, learning orientation, and equal treatment).

ED 181 175
Bromley, James, and Wardle, Larry. *On-the-Job Training: CETA Program Models*. Washington, D.C.: National Council on Employment Policy (DOL), 1978. 42p. (Document not available in paper copy.)

This monograph offers a new approach to on-the-job training (OJT) and gives prime sponsors a basis for new programmatic directions. Included are the history, philosophy, and purposes of OJT, considerations in developing and marketing OJT, and OJT program alternatives and innovations.

ED 181 330
Work in America Institute, Scarsdale, New York. *Job Strategies for Urban Youth. Sixteen Pilot Programs for Action*. 1979. 114p.

Based on the theme that unemployment results not from a lack of will to work, but from a lack of opportunities and incentives, this report describes 16 pilot projects intended to find or create unsubsidized jobs for youth, help them prepare for these jobs, and bring youth and jobs together.

ED 181 526
Greenberg, Jack, and others. *Schools and the Courts. Volume I: Desegregation*. Eugene, Oregon: University of Oregon, ERIC Clearinghouse on Educational Management, 1979. 128p.

Eight papers by scholars of law, political science, sociology, and education examine different aspects of the effects of court decisions on education in the first volume.

ED 181 527
Greenberg, Jack. *Twenty-five Years after "Brown v. Board": A Plaintiff's View*. Eugene, Oregon: University of Oregon, ERIC Clearinghouse on Educational Management, 1979. 21p.

This paper discusses the historical background of Brown and what has followed after it, including other court decisions, the transition to integration, and other areas with problems of equity, such as bilingualism, sex fairness, and the handicapped.

ED 181 529
Greenblatt, Susan, and McCann, Walter. *Courts, Desegregation, and Education: A Look at Boston*. Eugene, Oregon: University of Oregon, ERIC Clearinghouse on Educational Management, 1979. 32p.

This paper discusses the history and positive educational impact of the 1972 court action on desegregating the Boston school system.

ED 181 530
Bennett, David A. *The Impact of Court-Ordered Desegregation: A Defendant's View*. Eugene, Oregon: University of Oregon, ERIC Clearinghouse on Educational Management, 1979. 44p.

This paper analyzes the history and positive effect of the 1976 court-ordered school desegregation of the Milwaukee, Wisconsin, school system. The impact on school administrators and principals is discussed.

ED 181 579
Harris (Louis) and Associates, Inc., New York, New York. *A Study of Attitudes toward Racial and Religious Minorities and toward Women. Study No. S2829-B*. November 1978. 221p. (Document not available in paper copy.)

Much of this 1978 nationwide survey is devoted to finding out the views of the white majority about the black minority in the

United States. Issues of affirmative action, white and black attitudes toward Spanish Americans, attitudes toward Catholics and women, and anti-Semitism are also discussed.

ED 181 725
Goodman, Kenneth, and others. *Reading in the Bilingual Classroom: Literacy and Biliteracy*. Arlington, Virginia: National Clearinghouse for Bilingual Education, 1979. 51p.

Focusing on reading, the range of possibilities in the school's responses to bilingual or multilingual realities is presented. The kinds of literary programs — maintenance, transitional, and English as a second language — are discussed. A list of references and information sources is included.

ED 181 863
Far West Laboratory for Educational Research and Development, San Francisco, California; Women's Educational Equity Communications Network, San Francisco, California. *Resources in Women's Educational Equity. Volume 3, Number 1, May 1979*. May 1979. 395p. (Paper copy not available from EDRS. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402; $6.50.)

This annotated bibliography was drawn from a computerized data base in 1978. Topics include curriculum and materials development and dissemination, personnel training, research and development, activities to increase equity for adult women, and expansion of programs and activities.

ED 182 027
Martinez, Kenneth A., and Arenas, Soledad. *Bilingual/Multicultural Early Childhood Education: Proceedings of Head Start Regional Conferences, 1978-79*. Washington, D.C.: InterAmerica Research Associates, 1979. 78p.

This summary of four regional conferences includes topics such as the future of Head Start in the 1980s; the application of early chiidhood theories to bilingual/multicultural children; guides for staff training; and an exploration of leadership styles. Research, evaluation, and curriculum development efforts are also included.

ED 182 371
Bronfenbrenner, Urie, and Hamilton, Stephen F. *School Effectiveness in Ecological Perspective*. January 1978. 72p.

Learning and development of primary and secondary school children are explored within an "ecology of human development" mode' The utility of this model is discussed.

ED 182 381
Coffey, John F., and Chesler, Mark. *Race Education/Training: The State of the Art; Issues and Dilemmas*. November 15, 1976. 138p. (Paper copy not available from EDRS.)

This conference report contains two papers: Coffey's reflects the participants' views on the state of the art of race education/training. Chesler's discusses issues and dilemmas in race relations and race training.

ED 182 382
Wax, Murray L. (Ed.). *When Schools are Desegregated: Problems and Possibilities for Students, Educators, Parents and the Community*. August 1979. 116p.

Five essays use specific conceptual tools or viewpoints to understand the process of desegregation.

ED 182 394
Gottfredson, Linda S. *Racial Differences in the Evolution of Educational and Occupational Aspirations*. April 1979. 31p.

Nationally representative longitudinal data on black and white men aged 15 to 25, of different socioeconomic status, were assessed for changes in aspirations and attainment in education and occupation between 1966 and 1971. Results countered predictions that aspirations would be lowered as a result of failing to advance.

ED 182 398
Sobel, Morton J., and Moon, Michael J. *Magnet Schools for Desegregation*. Albany, New York: New York State Education Department, Division of Intercultural Relations in Education, 1979. 169p. (Document not available in paper copy.)

A compilation of presentations made at the Fall 1977 conference on Magnet Schools for Desegregation, topics include the Federal government and magnet schools, promises and cautions, reports on specific programs throughout the country, and a checklist for magnet schools.

ED 182 404
Prapuolenis, Patrimpas G., and Storlie, Theodore R. *The Implementation of a Culturally-Fair Process for the Identification of Gifted Children in Flint, Michigan: A Follow-up Study*. Evanston, Illinois: Educational Testing Service, September 1979. 45p. (Document not available in paper copy.)

This study compares a new mode of selecting gifted children (based upon parent nominations, teacher recommendations, achievement test scores, and review by a selection committee) with a former method using academic standing and IQ tests. The new method is seen as eliciting a more representative group of gifted children, while maintaining the same quality.

ED 182 409
Patchen, Martin, and others. *Academic Performance of Black High School Students under Different Conditions of Contact with White Peers. Working Paper No. 159*. Lafayette, Indiana: Purdue University, Indiana Institute for the Study of Social Change, 1977. 53p.

The hypothesis that blacks benefit academically from being in classes with white students was not borne out by this study. Nor did the degree of interracial friendships show academic results. However, placement in largely white classes showed positive results for some black students.

ED 182 411
National School Boards Association, Washington, D.C. *Survey of Public Education in the Nation's Urban School Districts, 1979*. 1979. 149p. (Document not available in paper copy.)

This report is drawn from responses of 61 urban school districts surveyed in 1979. Statistical tables cover student enrollment, staffing, finances, selection and organization of school boards, school board-community relations, collective bargaining, alternative instructional programs, and profiles of school board members and superintendents.

ED 182 447
Gordon, Margaret S., and Trow, Martin. *Youth Education and Unemployment Problems. An International Perspective*. New York, New York: Carnegie Foundation for the Advancement of Teaching, 1979. 185p. (Paper copy not available from EDRS.)

Three essays focus on youth unemployment in western industrial countries; youth education and unemployment problems in Great Britain, West Germany, Belgium, Sweden, Denmark, Poland, Japan, Mexico, and South Asia; and youth employment problems and policies in the United States.

ED 182 494
Mangano, R. Michael, and Kryszak, Sarah J. *Vocational Curriculum Resources for Bilingual Students. A Guide to Print and Non-Print Instructional Materials*. College Park, Maryland: Maryland Vocational Curriculum Research and Development Center, 1979. 262p.

This guide consists of instructional checklists for bilingual resources identified in 21 major areas of vocational education.

ED 182 495
Mangano, R. Michael, and others. *Vocational Curriculum Resources for Disadvantaged Students. A Guide to Print and Non-Print Instructional Materials. Volume I*. College Park, Maryland: Maryland Vocational Curriculum Research and Development Center,

1979. 429p.

This three-volume guide to curriculum resources for disadvantaged students consists of instructional checklists for resources identified in more than 25 major areas of vocational education.

ED 182 496

Mangano, R. Michael, and others. *Vocational Curriculum Resources for Disadvantaged Students. A Guide to Print and Non-Print Instructional Materials. Volume II.* College Park, Maryland: Maryland Vocational Curriculum Research and Development Center, 1979. 381p.

ED 182 497

Mangano, R. Michael, and others. *Vocational Curriculum Resources for Disadvantaged Students. A Guide to Print and Non-Print Instructional Materials. Volume III.* College Park, Maryland.: Maryland Vocational Curriculum Research and Development Center, 1979. 289p.

ED 182 558

Lecht, Leonard A., and Matland, Marc A. *Involving Private Employers in CETA Programs: A Case Study. R&D Monograph 75.* Washington, D.C.: Employment and Training Administration (DOL), 1979. 202p.

Case studies were conducted of nine CETA prime sponsors with records of successful cooperation with business firms. Among the findings: (1) the local unemployment rate was only one of several factors influencing employers' participation; (2) much of the training placements took place in small establishments; and (3) state and local government and community organizations accounted for over half the membership of the planning councils.

ED 183 663

Patton, Richard H., and others. *Resolving the Desegregation Issue in the St. Louis Public Schools: Summary of Events Since 1972; Analysis of Policy Considerations; Strategies for Resolution.* St. Louis, Missouri: University of Missouri, Center for Community and Metropolitan Studies, February 1978. 109p. (Document not available in paper copy.)

This handbook was written for those residents of St. Louis who would like to involve themselves in the social, political, and public education tasks of the desegregation process.

ED 183 664

Patton, Richard H., and Laue, James H. *Resolving the Desegregation Issue in the St. Louis Public Schools — Part II: Updated Summary of Events (February 18, 1978 to January 31, 1979); Analysis of Additional Policy Considerations; Recommendations for Successful Resolution.* St. Louis, Missouri: University of Missouri, Center for Community and Metropolitan Studies, February 1979. 90p.

Section I of this report summarizes legal proceedings and community activities in the St. Louis school desegregation case between February 1978 and January 1979. Section II analyzes major policy questions — social class, city-wide remedies — which have emerged since 1978.

ED 183 692

Williams, James D. (Ed.). *The State of Black America 1980.* New York, New York: National Urban League, Inc., January 22, 1980. 331p. (Document not available in paper copy.)

The common thread running through the papers in this volume is an assessment of the 1970s as a time of retreat, retrenchment, and lost opportunities in the struggle for racial equality.

ED 183 699

Boocock, Sarane Spence, and Predow, Karen. *Sociological Contributions to Educational Equity Theory.* New Brunswick, New Jersey: Rutgers, The State University, November 1979. 202p. (Document not available in paper copy.)

This is a report from a seminar devoted to examining how social theories explain sources, conditions, and policies creating equity.

ED 183 700

Commission on Civil Rights, Washington, D.C. *Fair Textbooks: A Resource Guide.* December 1979. 436p.

This guide was compiled in response to the need for a centralized system to catalog resources for fairness in public education. Sections include materials, procedures, directories, and organizations.

ED 183 701

Gottfredson, Gary D., and Daiger, Denise C. *Disruption in Six Hundred Schools.* Baltimore, Maryland: Johns Hopkins University, Center for Social Organization of Schools, November 1979. 262p.

Rates of teacher and student victimization are examined in over 600 public junior and senior high schools using a questionnaire and the 1970 census. Results indicate: (1) teacher victimization is tied to poverty and unemployment in the surrounding community; (2) student victimization rates are more independent of community characteristics; and (3) a number of school characteristics, including administrative style and administration-teacher cooperation, are moderately associated with victimization rates.

ED 183 702

Becker, Henry Jay. *Racially Integrated Neighborhoods: Do White Families Move In? Which Ones?* Baltimore, Maryland: Johns Hopkins University, Center for Social Organization of Schools, November 1979. 46p.

Using data from the 1970 census, mid-Atlantic geographic division, this study shows that white families not of Spanish heritage (Anglos) are continuing to move into neighborhoods with substantial proportions of black or Hispanic residents, and that any rapid racial turnover is due to high Anglo out-migration.

ED 183 703

Hansell, Stephen, and Slavin, Robert E. *Cooperative Learning and Interracial Friendships.* Baltimore, Maryland: Johns Hopkins University, Center for Social Organization of Schools, September 1979. 22p.

A total of 402 seventh and eighth grade students in 12 inner-city English classrooms were assigned either to team learning or control classes. Team learning increased cross-race friendships equally for students of different sexes, races, and achievement levels.

ED 183 704

Braddock, Jomills Henry, II. *The Perpetuation of Segregation across Levels of Education: A Behavioral Assessment of the Contact Hypothesis.* Baltimore, Maryland: Johns Hopkins University, Center for Social Organization of Schools, October 1979. 28p.

Using data from 265 randomly selected black students in Florida, this study largely supports the hypothesis that black students attending desegregated high schools are more likely to attend desegregated (largely white) colleges.

ED 183 705

Brooks, Thomas E., and Langford, Karla D. *ESAA Magnet/Pilot Project, Final Evaluation Report, 1978-79.* St. Louis, Missouri: St. Louis Public Schools, 1979. 94p. (Document not available in paper copy.)

Seven elementary and three secondary programs were part of the Magnet Schools program in St. Louis. Achievement levels and social relations data show mixed results.

ED 183 789

Women's Educational Equity Communications Network, San Francisco, California. *Resources in Women's Educational*

Equity. Special Issue 1. December 1979. 465p. (Document not available from EDRS. Available from Women's Educational Equity Communications Network, Far West Laboratory, 1855 Folsom Street, San Francisco, California 94103; $8.)

Over 2,000 annotated documents produced between 1973 and 1976 relate to education, legal, career, sex differences, life-style, and health.

ED 184 383

Carnegie Council on Policy Studies in Higher Education, Berkeley, California. *Giving Youth a Better Chance. Options for Education, Work, and Service. A Report with Recommendations of the Carnegie Council on Policy Studies in Higher Education.* 1979. 353p. (Paper copy not available from EDRS. Available from Jossey-Bass, Inc., 433 California Street, San Francisco, California 94104.)

This report discusses ways in which rising youth unemployment problems are being met in other industrialized countries.

ED 184 714

InterAmerica Research Associates, Washington, D.C. *A Bibliography of Bilingual-Bicultural Preschool Material for the Spanish Speaking Child. Supplement II.* 1979. 85p.

Materials in this annotated bibliography are presented under staff development, instructional materials, and supplemental materials.

ED 184 743

Carter, Thomas P. *Interface between Bilingual Education and Desegregation: A Study of Arizona and California.* August 1979. 153p.

This review of literature related to *Brown* v. *Board of Education* and *Lau* v. *Nichols* reveals that bilingual education and school desegregation can and do coexist, even though they may appear contradictory.

ED 185 131

Patton, Richard H., and Laue, James H. *The Role of Community and School Groups in School Desegregation: Strategies for Crisis and Change.* St. Louis, Missouri: University of Missouri, Center for Community and Metropolitan Studies. October 1979. 177p. (Document not available in paper copy.)

Designed to aid community and school groups in resolving problems related to school desegregation, the manual: (1) reviews major issues; (2) recommends full participation for the fairest resolution of problems; and (3) offers sources of assistance.

ED 185 133

Cross, William E., Jr., and Harrison, Algea. *The Conference on Empirical Research in Black Psychology. (4th, La Jolla, California, January 7-9, 1979).* Ithaca, New York: Cornell University, August 1979. 260p.

Texts of the 18 papers presented cover such topics as health, behavior, cognition, family life, community life, education, and child rearing.

ED 185 154

Laue, James H., and Monti, Daniel J. *Intervening in School Desegregation Conflicts: The Role of the Monitor.* 1980. 70p. (Document not available in paper copy.)

This paper discusses monitoring as a technique for intervening in community conflict, delineates advantages and disadvantages of several types of monitoring, and examines monitoring activities in an urban and suburban school system.

ED 185 157

Cross, Christopher T. *What Do We Know about Teaching and Learning in Urban Schools? Volume 1: Compensatory Education: A Congressional Perspective.* St. Louis, Missouri: Central Midwestern Regional Educational Laboratory, Inc., 1979. 65p.

This volume reviews congressional decisions on compensatory education, as well as the effects studies of the distribution of funds and services have had on legislation.

ED 185 158

Liggins, Joseph D. *What Do We Know about Teaching and Learning in Urban Schools? Volume 2: Effective Teacher-Support Systems to Improve Instructional Conditions in Schools.* St. Louis, Missouri: Central Midwestern Regional Educational Laboratory, Inc., 1979. 62p.

This paper presents a staff development model, which includes planning, delivery, and needs assessment.

ED 185 159

Schwartz, Judah L. *What Do We Know about Teaching and Learning in Urban Schools? Volume 3: Assessment That Respects Complexity in Individuals and Programs.* St. Louis, Missouri: Central Midwestern Regional Educational Laboratory, Inc., 1979. 71p.

The urgency for better assessment techniques in testing minority children is argued in this paper, which offers TORQUE as a positive alternative.

ED 185 160

Baker, Eva. *What Do We Know about Teaching and Learning in Urban Schools? Volume 4: Achievement Tests in Urban Schools: New Numbers.* St. Louis, Missouri: Central Midwestern Regional Educational Laboratory, Inc., 1979. 67p.

This paper reviews research on achievement tests and arrives at a number of criticisms of the tests.

ED 185 161

Beck, Isabel L. *What Do We Know about Teaching and Learning in Urban Schools? Volume 5: Instructional Ingredients for the Development of Beginning Reading Competence.* St. Louis, Missouri: Central Midwestern Regional Educational Laboratory, Inc., 1979. 66p.

To analyze the teaching of beginning reading, the author evaluated lessons in code-emphasis programs and basal programs with phonic components. She concluded that children without sophisticated auditory analysis skills learn to read best through a program that explicitly teaches correspondence and blending.

ED 185 162

Hill, Paul T. *What Do We Know about Teaching and Learning in Urban Schools? Volume 7: Summer Drop-Off and the Effectiveness of Compensatory Instruction.* St. Louis, Missouri: Central Midwestern Regional Educational Laboratory, Inc., 1979. 38p.

This paper investigates several possible interpretations and policy implications of the summer drop-off phenomenon in compensatory education programs.

ED 185 163

John-Steiner, Vera, and Smith, Larry. *What Do We Know about Teaching and Learning in Urban Schools? Volume 8: The Educational Promise of Cultural Pluralism.* St. Louis, Missouri: Central Midwestern Regional Educational Laboratory, Inc., 1979. 56p.

According to the authors, schools ignore evidence that cultures differ in how they perceive and congnitively organize the world. An interactionist paradigm is suggested for investigating functional learning systems.

ED 185 164

Lyon, Catherine. *What Do We Know about Teaching and Learning in Urban Schools? Volume 9: New Perspectives on School District Research and Evaluation.* St. Louis, Missouri: Central Midwestern Regional Educational Laboratory, Inc., 1979. 41p.

This paper critiques metropolitan school district evaluation techniques as elicited by a survey questionnaire.

ED 185 165
Stallings, Jane A., and Hentzell, Shirley W. *What Do We Know about Teaching and Learning in Urban Schools? Volume 10: Effective Teaching and Learning in Urban Schools*. St. Louis, Missouri: Central Midwestern Regional Educational Laboratory, Inc., 1979. 159p.

Through a review of various programs, classroom interaction is found to contribute to basic skills, good attendance, and desired childhood behaviors.

ED 185 166
Suydam, Marilyn N. *What Do We Know about Teaching and Learning in Urban Schools? Volume 11: Mathematics and the Urban Child: A Review of Research*. St. Louis, Missouri: Central Midwestern Regional Educational Laboratory, Inc., 1979. 127p.

Some factors relevant to teaching mathematics in urban schools are considered. Among these are demographic characteristics, existing math education practices and classroom variables, and strategies that emanate from a survey of ERIC materials.

ED 185 167
Valadez, Concepcion M. *What Do We Know about Teaching and Learning in Urban Schools? Volume 12: Basic Skills in Urban Schools: A View from the Bilingual Classroom*. St. Louis, Missouri: Central Midwestern Regional Educational Laboratory, Inc., 1979. 40p.

Reasons for slow gains in the goals and objectives of bilingual education, despite Federal and State support, are explored in this paper.

ED 185 168
Gordon, Edmund W. *What Do We Know about Teaching and Learning in Urban Schools? Volume 14: What Do We Know about Teaching and Learning in Urban Schools: A Summary of the Conference Findings*. St. Louis, Missouri: Central Midwestern Regional Educational Laboratory, Inc., 1979. 47p.

The author defines urban education, criticizes the tendency to equate it with the education of minorities or the underclasses, and discusses a variety of issues related to urban education.

ED 185 169
Passow, A. Harry. *Nurturing the Potential of the Gifted Disadvantaged*. January 1980. 38p.

The author traces the concept of the gifted disadvantaged and outlines programs and strategies which serve their needs.

ED 185 176
Orfield, Gary, and Taylor, William L. *Racial Segregation: Two Policy Views*. New York, New York: Ford Foundation, October 1979. 69p. (Document not available in paper copy.)

This booklet contains two papers which explore Federal policies on desegregation and point out the need for coordinated policies in housing and education.

ED 185 185
Aquila, Frank, and Stoehr, Jane (Eds.). *School Desegregation: A Model at Work*. Indianapolis, Indiana: Indiana University, School of Education, 1978. 124p.

A series of papers are presented on the issues of race, sex, and national origin desegregation. The papers focus on the provision of equal educational opportunities and the development of quality integrated education.

ED 185 190
Moore, Donald R., and Hyde, Arthur A. *An Analysis of Staff Development Programs and Their Costs in Three Urban School Districts*. Chicago, Illinois: Designs for Change, January 1980. 207p.

This report analyzes teacher staff development programs and their costs in apparently low, medium, and high staff development districts. Conventional wisdom is contradicted by such findings as that the cost of development was 50 times more than most staff estimated.

ED 185 203
Cahill, Janet. *Towards Model Refinement in Compensatory Education: Comparison of Intervention Programs and Paraprofessional Screening Measures*. 1976. 38p. (Document not available in paper copy.)

Ninety-two children were assigned to either a child-focused school-based, a child-focused home-based, a mother-child home-based, a mother home-based, or a no-treatment program. Home-based programs were more successful in improving reading levels and maternal participation.

ED 185 207
Rossell, Christine H. *Social Science Research in School Desegregation Cases: A Critical Review*. April 1980. 59p.

The author argues the important role of social science in supporting court cases in the area of equity.

ED 185 210
Russell, Susan Higley, and others. *Desegregation Case Studies. Volume I: Final Report*. Menlo Park, California: Stanford Research Institute, Educational Policy Research Center, March 1979. 65p

This study examined the role of Title IV ESAA assistance and Title IX OCR enforcement in five urban school districts. A number of recommendations are made for changes in funding, regulations, and forms.

ED 185 211
Russell, Susan Higley, and others. *Desegregation Case Studies. Volume II: Appendixes, Case Study Working Reports*. Menlo Park, California: Stanford Research Institute, Educational Policy Research Center, March 1979. 308p.

This volume contains the working report case studies from the five districts: Dayton, San Francisco, Chattanooga, Seattle, and Pueblo.

ED 185 218
Fruth, Marvin J., and Gardner, Booker. *1978 Urban Conference Report from the Project on Studies of Implementation of Individualized Schooling*. Madison, Wisconsin: University of Wisconsin, Research and Development Center for Individualized Schooling, December 1979. 302p.

These proceedings approach urban education from three perspectives: basic, legal, financial, and cultural issues; the implications of these issues for instructional programming; and some examples of successful programs in urban schools.

ED 185 376
Brower, Sally M. *Effective Mechanisms for Facilitating Coordination of Vocational Education Programs with the Youth Employment and Demonstration Projects Act of 1977. Final Report*. Raleigh, North Carolina: Conserva, Inc., March 1980. 44p.

Analyses of over 140 programs with exemplary coordination mechanisms showed that vocational educational involvement ranged from a limited contractual agreement to deliver services to a full partnership of vocational education and the prime sponsor; vocational skills training was made available to CETA youth on an extended day basis, in regular programs, and in alternate settings; and cooperative vocational education work experience models facilitated the awarding of academic credit.

ED 185 469
McCune, Shirley, and Matthews, Martha. *The Context of Title IX: Outline and Participants' Materials for Generic Session One. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators*. Washington, D.C.: National Foundation for the Improvement of Education, Resource

Center on Sex Roles in Education, September 1978. 76p.

The objectives of this first workshop session are to heighten participants' personal awareness of differential treatment of males and females, describe Title IX and Federal antidiscrimination laws, and offer strategies toward nonsexist education.

ED 185 470

Matthews, Martha. *The Title IX Regulation and Grievance Process: Outline and Participants' Materials for Generic Session Two. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators.* Washington, D.C.: National Foundation for the Improvement of Education, Resource Center on Sex Roles in Education, September 1978. 115p.

This second workshop package focuses on grievance procedures and grievance problem solving.

ED 185 471

McCune, Shirley, and Matthews, Martha. *Planning for Change: Outline and Participants' Materials for Generic Session Three: Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators.* Washington, D.C.: National Foundation for the Improvement of Education, Resource Center on Sex Roles in Education, September 1978. 69p.

This third workshop addresses conditions and strategies necessary for implementing Title IX, and assists in the development of skills in program design and implementation.

ED 185 472

McCune, Shirley, and Matthews, Martha. *The Administrator's Role: Outlines and Participants' Materials for Application Sessions for Administrators. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators.* Washington, D.C.: National Foundation for the Improvement of Education, Resource Center on Sex Roles in Education, September 1978. 168p.

These materials focus on helping administrators to ensure procedural compliance with Title IX through establishing both a foundation for sex equity and monitoring implementation efforts.

ED 185 473

Matthews, Martha, and McCune, Shirley. *The Context of Title IX: Outlines and Participants' Materials for Generic Session One. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Postsecondary Educators.* Washington, D.C.: National Foundation for the Improvement of Education, Resource Center on Sex Roles in Education, September 1978. 87p.

ED 186 355

Baptiste, H. Prentice, Jr., and others. *Multicultural Teacher Education: Preparing Teachers to Provide Educational Equity. Volume I.* Washington, D.C.: American Association of Colleges for Teacher Education, 1980. 232p.

The nine papers in this colloquium recommend strategies for implementing multicultural education and examine such specific issues as bidialectical education, learning styles, interpersonal skills training, and disproportionate minority discipline.

ED 186 421

Gollnick, Donna M., and others. *Multicultural Teacher Education: Case Studies of Thirteen Programs. Volume II.* Washington, D.C.: American Association of Colleges for Teacher Education, 1980. 201p.

These case studies relate multicultural education to elementary and secondary teacher education, graduate education, language instruction, American Indian and bilingual education.

ED 186 422

Lee, Marianne (Comp.). *Multicultural Teacher Education: An Annotated Bibliography of Selected Resources. Volume III.* Washington, D.C.: American Association of Colleges for Teacher Education, 1980. 128p.

The resources and references in this collection are aimed at in-service, preservice, and graduate classes in teacher education.

ED 186 423

Klassen, Frank H., and others. *Multicultural Teacher Education: Guidelines for Implementation. Volume IV.* Washington, D.C.: American Association of Colleges for Teacher Education, 1980. 47p.

Going beyond the minimum requirements of the National Council for Accreditation of Teacher Education, these guidelines address governance of teacher education programs, curriculum design for preservice programs, faculty and student needs, resources, facilities, and evaluation.

ED 186 524

David, Jane L., and Pelavin, Sol H. *Research of the Effectiveness of Compensatory Education Programs: A Reanalysis of Data. Final Report.* Menlo Park, California: Stanford Research Institute, Educational Policy Research Center, September 1977. 126p.

Previously collected evaluation data from four compensatory education programs (grades 1 to 8) were reanalyzed. Conclusions about effectiveness were found to be influenced by: (1) the period of time on which the evaluation was based; and (2) the standard against which the program was judged.

ED 186 532

Winslow, Harold E., Jr., and others. *Trends in Management of ESEA Title I: A Perspective from Compliance Reviews.* Menlo Park, California: Stanford Research Institute, Educational Policy Research Center, September 1979. 132p.

The findings of audits and Office of Education Program reviews from Title I programs in 20 states were analyzed for the years 1965-76. Students and attendance area eligibility and targeting; program development; funds restrictions; and state educational agency management functions are discussed.

ED 186 540

Bridge, R. Gary, and others. *A Survey of Arts-in-Education in New York City. Occasional Paper Series.* New York, New York: New York Community Trust, April 1979. 101p.

The information here is based on 152 questionnaires returned by nonprofit organizations providing programs through public and private schools, community organizations, and art institutions.

ED 186 574

Burkheimer, Graham J., and others. *Evaluation Study of the Upward Bound Program: A Second Follow-up. Final Report.* Durham, North Carolina: Research Triangle Institute, Center for Educational Research and Evaluation, November 1979. 575p. (Document not available in paper copy.)

Interviews and questionnaires were administered to black students and black and white faculty and administrators. Recommendations are offered for recruitment, admissions, counseling, etc.

ED 186 575

Miller, Stephen K., and Crano, William D. *Raising Low-Income/Minority Achievement by Reducing Student Sense of Academic Futility: The Underlying Theoretical Commonalities of Suggested Strategies.* April 1980. 41p.

The author uses attribution theory as a framework to identify commonalities of five strategies for changing school climate by altering students' sense of futility.

ED 186 987

Calabrese, Marylyn E., and others. *Becoming Sex Fair. The Tredyffrin/Easttown Program. A Comprehensive Model for Public School Districts. Coodinator's Manual.* Berwyn, Pennsylvania: Tredyffrin/Easttown School District, 1979. 64p. (Paper copy not available from EDRS. Available from EDC/

WEEAP Distribution Center, 39 Chapel Street, Newton, Massachusetts 02160; $1.50.)

Removing sex bias from the curriculum, from extracurricular activities, and from guidance and personnel materials and practices are among the issues discussed in this first manual.

ED 186 988

Calabrese, Marylyn E., and others. *Becoming Sex Fair. The Tredyffrin/Easttown Program. A Comprehensive Model for Public School Districts. Stage One Manual: Preparing for Change*. Berwyn, Pennsylvania: Tredyffrin/Easttown School District, 1979. 207p. (Paper copy not available from EDRS. Available from EDC/WEEAP Distribution Center, 39 Chapel Street, Newton, Massachusetts 02160; $4.)

This second manual contains: (1) guidelines for a school district coodinating committee to study a district's needs for sex fairness; (2) a workshop to help administrators understand their role; and (3) readings on socialization and sex fairness.

ED 186 989

Calabrese, Marylyn E., and others. *Becoming Sex Fair. The Tredyffrin/Easttown Program. A Comprehensive Model for Public School Districts. Stage Two Manual: Planning the Inservice Program*. Berwyn, Pennsylvania: Tredyffrin/Easttown School District, 1979. 155p. (Paper copy not available from EDRS. Available from EDC/WEEAP Distribution Center, 39 Chapel Street, Newton Massachusetts 02160; $3.75.)

Structure, design, and activities for an in-service program are contained in this third manual.

ED 186 990

Calabrese, Marylyn E., and others. *Becoming Sex Fair. The Tredyffrin/Easttown Program. A Comprehensive Model for Public School Districts. Stage Three Manual: Revising the Curriculum*. Berwyn, Pennsylvania: Tredyffrin/Easttown School District, 1979. 421p. (Paper copy not available from EDRS. Available from EDC/WEEAP Distribution Center, 39 Chapel Street, Newton, Massachusetts 02160; $8.50.)

Workshops to guide change in sex-fair curriculum and samples of sex-fair teaching materials complete this fourth manual.

ED 187 083

Cohen, Andrew D., and others. *Evaluating Evaluation. Bilingual Education Series: 6. Papers in Applied Linguistics*. Washington, D.C.: Center for Applied Linguistics, November 1979. 81p.

Results from three small-scale investigations of specific aspects of bilingual schooling, as well as results of a more traditional large-scale evaluation of bilingual education in downstate Illinois are presented.

ED 187 105

Brisk, Maria Estela, and others. *Working with the Bilingual Community*. Rosslyn, Virginia: InterAmerica Research Associates. Arlington, Virginia: National Clearinghouse for Bilingual Education, 1979. 92p.

Five papers deal with parental/community involvement in bilingual education.

ED 187 770

Ogbu, John U. *An Ecological Approach to the Study of School Effectiveness*. January 1978. 90p.

An "ecological framework" is applied to school effectiveness among stratified groups. The ecological niches of black Americans and other minorities are shown to produce similar effects on their learning processes and outcomes.

ED 187 794

Vanecko, James J., and others. *ESEA Title I Allocation Policy: Demonstration Study. Results of First Year Implementation, Part I*. Cambridge, Massachusetts: Abt Associates, Inc., March 30, 1978. 327p. (Document not available in paper copy.)

Data from 13 districts in the first two years (1975-76) of a three-year study of Demonstration Compensatory Education Projects are presented. Changes in the allocation policies and the effects of these changes are discussed.

ED 187 795

Sjogren, Jane Huseby, and Ames, Richard. *ESEA Title I Allocation Policy: Demonstration Study. Cost Analysis; Planning Year 1975-76*. Cambridge, Massachusetts: Abt Associates, Inc., September 1978. 168p. (Document not available in paper copy.)

Resource use and program costs of the Elementary Secondary Education Act Title I programs are described for 13 demonstration local education agencies (LEAs) during 1975-1976.

ED 187 799

Joint Economic Committee, Washington, D.C. *The Cost of Racial Discrimination. Hearing before the Joint Economic Committee, Congress of the United States. Ninety-sixth Congress, First Session*. October 19, 1979. 36p. (Document not available in paper copy.)

The issue focused on in this 1979 hearing was the loss of revenue to the black community imposed by economic disparity and the imposed cost of institutional barriers preventing economic parity.

ED 187 800

Hubbell, Barbara F., and others. *A Comparison of Demographic Characteristics of Demonstration Title I School Districts with National Estimates*. Cambridge, Massachusetts: Abt Associates, Inc., September 9, 1976. 90p.

This study: (1) describes the demographic characteristics of 16 demonstration districts; (2) determines to what degree they are representative of a nationwide sample; and (3) identifies those demographic characteristics which may be associated with specific allocation policy changes.

ED 187 808

Proper, Elizabeth C., and St. Pierre, Robert G. *A Search for Potential Follow Through Approaches; Part A: Characteristics Essential for Implementation within Follow Through*. Cambridge, Massachusetts: Abt Associates, Inc., December 1979. 114p.

Potential new approaches and an assessment of the readiness of these approaches to be implemented within the FT program are described.

ED 187 809

Proper, Elizabeth C., and St. Pierre, Robert G. *A Search for Potential New Follow Through Approaches: Executive Summary*. Cambridge, Massachusetts: Abt Associates, Inc., February 1980. 31p. (Paper copy not available from EDRS.)

Three FT approaches were studied: home based, special populations, and school based. Eighteen potential sponsors representing the behaviorist, cognitive developmental, and psychodynamic approaches to education were selected for in-depth study.

ED 187 810

Baltzell, D. Catherine, and others. *A Search for Potential New Follow Through Approaches; Part B: Descriptions of Eighteen Potential Follow Through Approaches*. Cambridge, Massachusetts: Abt Associates, Inc., December 1979. 462p.

This second part of the report presents detailed descriptions of 18 approaches selected as candidates for sponsorship of FT programs.

ED 187 886

Harrison, Laurie R. *Program to Combat Stereotyping in Career Choice*. Palo Alto, California: American Institutes for Research in the Behavioral Sciences, April 1980. 239p.

A total of 28 programs are divided into three sections which deal with sex (9), race (11), and handicap (8) stereotyping in career choice, and attempt to combat stereotypes among K-12 students and/or staff.

ED 187 887
American Institutes for Research in the Behavioral Sciences, Palo Alto, California. *Classroom Activities To Combat Stereotyping in Career Choice*. April 1980. 132p.

This document contains activities designed for use by K-12 classroom teachers in combatting sex, race, and handicap stereotyping in career choice.

ED 188 315
Amlung, Susan (Ed.). *When a School is Closed...* New York, New York: Educational Priorities Panel, May 1980. 59p.

The report documents the transition from school to surplus property and its consequences for the immediate neighborhood for 53 schools closed since 1975.

ED 188 317
Amlung, Susan (Ed.). *Empty Desks at School: Improving Attendance at New York City's Public Schools*. New York, New York: Educational Priorities Panel, May 1980. 101p.

As part of an investigation of the student attendance problems of the New York City school system, this study determines the degree to which the chancellor's attendance program was implemented at school level, explores some attendance-related issues, and makes recommendations for Board of Education action.

ED 188 327
Kirp, David L. *Barnyard Cacaphony? Judging and Politicking in School Desegregation. Program Report No. 79-B23*. Stanford, California: Stanford University, California: Institute for Research on Educational Finance and Governance.

This essay discusses how the courts have resolved disputes over race and schooling, and argues for a strong judicial role in solving such disputes.

ED 188 735
Kesselman, Mark. *Two Schools: Children, Social Stratification, and the Politics of Everyday Life. Final Report*. New York, New York: Columbia University, Department of Political Science, June 1979. 137p.

Political socialization in the early grades is described through a research study of interaction and authority patterns in a middle- and a lower-class school.

ED 188 853
Brown, George H., and others. *The Condition of Education for Hispanic Americans*. Washington, D.C.: National Center for Educational Statistics (DHEW/OE), February 1980. 279p.

Tabular data portray the educational condition for about 12 million Hispanic Americans in the United States and show how Hispanics compare with the majority population on various measures of educational participation and achievement.

ED 189 201
Carney, M. (Ed.), and others. *Inservice Training in Desegregated School Districts: Midwest Region Case Studies*. Santa Monica, California: Rand Corporation, August 1979. 65p. (Document not available in paper copy.)

Interview-based case studies are presented of in-service staff development programs implemented as organizational responses to school desegregation in six (unnamed) midwestern school districts.

ED 189 202
Carney, M. (Ed.), and others. *Inservice Training in Desegregated School Districts: Eastern Region Case Studies*. Santa Monica, California: Rand Corporation, August 1979. 71p. (Document not available in paper copy.)

Based on interviews, this report describes in-service training programs in six eastern United States school districts.

ED 189 218
Milwaukee Public Schools, Milwaukee, Wisconsin. *Milwaukee ESAA Title VII Magnet School Program. Evaluation Report: 1978-1979*. 1979. 288p.

The positive impact of magnet schools on interracial friendships, achievement scores, parent and student satisfaction, and multicultural climate is confirmed by this evaluation.

ED 189 221
National Urban Coalition, Washington, D.C. *Restoring Confidence in Public Education: An Agenda for the 1980s — Conference Research Papers*. 1979. 284p.

Nine papers describe the current state of public education.

ED 189 228
Ginzberg, Eli, and others. *Tell Me about Your School: Interviews with Elementary and High School Students in Harlem, New York City. Special Report No. 35*. Washington, D.C.: National Commission for Employment Policy (DOL), September 1979. 79p.

Eighty low-income, minority, 12 to 15 year olds were interviewed to explore their view of their school experiences in terms of their future participation in the work force.

ED 189 230
Anderson, Nancy W. *Proposed Master Plan for Magnet Schools*. Cleveland, Ohio: Cleveland Public Schools, February 29, 1980. 177p.

This report contains the overall results of the Magnet Schools Planning Committee's review of the literature, needs assessment, report from experts, study of other magnet school plans, and own recommendations for developing magnet schools.

ED 189 231
Fleming, Margaret (Ed.). *Administrative Regulations: Department of Desegregation Implementation*. Cleveland, Ohio: Cleveland Public Schools, January 14, 1980. 140p.

Seventeen areas — transportation, discipline, student assessment, etc. — are covered by the Cleveland Board of Education's regulations. For each, goals, required actions, roles and responsibilities of affected staff, criteria for effectiveness, time frames, and guidelines are included.

ED 189 240
Vice President's Task Force on Youth Employment, Washington, D.C. *A Summary Report of the Vice President's Task Force on Youth Employment*. 1980. 75p.

Seven findings emanate from this policy review to determine the causes of youth unemployment and determine policy options for addressing future unemployment problems. They focus on giving students better skills and information, and creating a partnership of business, schools, unions, community organizations, and government.

ED 189 253
Chin, Laura (Ed.), and others. *Civil Rights Issues of Asian and Pacific Americans: Myths and Realities*. Washington, D.C.: Commission on Civil Rights, 1980. 867p.

This report contains papers presented and the transcripts of proceedings of a consultation to the U.S. Commission on Civil Rights on the civil rights of Asian and Pacific Americans.

ED 189 259
New York City Board of Education, Brooklyn, New York. Office of Educational Evaluation. *Pupil Reading Achievement: A Summary of the June 1979 Citywide Reading Test Results, Grades 2 through 9*. March 1980. 124p.

Analysis of the California Achievement Test given to pupils in 31 districts indicates that New York City students perform similar to, or slightly below, the nationwide average, and slightly higher than New York City students the preceeding year.

ED 189 719
Odden, Allan, and McGuire, C. Kent. *Financing Educational Services for Special Populations: The State and Federal Roles. Working Paper in Education Finance No. 28*. Denver, Colorado: Education Commission of the States, Education Finance Center,

May 1, 1980. 29p.

The authors outline the growth of state and Federal support for special pupil populations, and suggest administrative streamlining at each level as well as across government levels.

ED 190 005

California State Postsecondary Education Commission, Sacramento, California. *Equal Educational Opportunity in California Postsecondary Education, Part III*. March 1980. 266p.

The effectiveness of institutional, state and Federal efforts to expand educational participation in California is examined in this last of a three-part series on equal opportunity in California postsecondary education.

ED 190 110

Klein, Susan S. (Comp.). *Sex Equity in Education: NIE-sponsored Projects and Publications*. Washington, D.C.: National Institute of Education (DHEW), February 1980. 209p.

One hundred and seven abstracts of sex equity projects and 122 abstracts of sex equity publications indicate current National Institute of Education sex-fairness activities and research.

ED 190 270

Aspira, Inc., New York, New York. *Trends in Segregation of Hispanic Students in Major School Districts Having Large Hispanic Enrollment. Desegregation and the Hispano in America: An Overview, Volume I. Final Report*. January 9, 1980. 122p.

Volume I contains a review of relevant litigation and legislation dating from the 1850s and notes the almost negligible effect on Hispanic desegregation of such landmark events as the 1954 "Brown" decision and the 1964 Civil Rights Act.

ED 190 271

Aspira, Inc., New York, New York. *Trends in Segregation of Hispanic Students in Major School Districts Having Large Hispanic Enrollment. Ethnographic Case Studies, Volume II. Final Report*. November 30, 1979. 105p.

School desegregation did not lead to greater understanding of the Hispanic community by white educational personnel in two school districts analyzed to document the desegregation process and the impact of school desegregation on the Hispanic community.

ED 190 272

Aspira, Inc., New York, New York. *Trends in Segregation of Hispanic Students in Major School Districts Having Large Hispanic Enrollment. Analytic Report, Volume III-A. Final Report*. November 30, 1979. 146p.

Analysis of 1968-76 data from the Office of Civil Rights indicated that Hispanics were highly segregated between school systems and between schools within systems.

ED 190 273

Aspira, Inc., New York, New York. *Trends in Segregation of Hispanic Students in Major School Districts Having Large Hispanic Enrollment. Appendices to Analytic Report, Volume III-B. Final Report*. November 30, 1979. 429p. (Document not available in paper copy.)

Volume III-B contains appendixes to the analytic report of III-A.

ED 190 274

Aspira, Inc., New York, New York. *Trends in Segregation of Hispanic Students in Major School Districts Having Large Hispanic Enrollment. Sample III, Volume IV. Final Report*. November 30, 1979. 10p.

A purposive sample of 20 school districts in 10 states was analyzed to determine patterns of change in segregation indexes during 1968-76 for blacks and Hispanics, and to determine the extent to which segregation was attributable to mobility. No overall pattern could accurately describe district-level school desegregation for Hispanics.

ED 190 275

Aspira, Inc., New York, New York. *Trends in Segregation of Hispanic Students in Major School Districts Having Large Hispanic Enrollment. Bibliography: General and Legal, Volume V. Final Report*. November 30, 1979. 18p.

Volume V is a nonannotated bibliography of 200 general references and 27 citations of relevant legal cases used in the study of trends in segregation of Hispanic students.

ED 190 336

Pifer, Alan. *Bilingual Education and the Hispanic Challenge*. New York, New York: Carnegie Corporation of New York, 1979. 21p.

This report summarizes the history and controversies of bilingual education, and strongly supports its continuation.

ED 190 566

Adelberger, Audra, and Wiseman, Evelyn. *A.C.T.I.V.E. Sex Equity in Elementary School Physical Education. Workshop*. Newton, Massachusetts: Education Development Center, Inc., 1980. 73p.

This booklet outlines an in-service teacher education workshop, which includes discussion questions, hypothetical problems, audiovisual materials, and learning materials.

ED 190 567

Wiseman, Evelyn, and others. *A.C.T.I.V.E. Sex Equity in Elementary School Physical Education. Teacher's Manual*. Newton, Massachusetts: Education Development Center, Inc., 1980. 180p.

This teacher's manual explains the development and effect of sex stereotypes in the classroom; lists sex-fair games, activities, and sports; and offers behavior and discipline guidelines, safety procedures, improvised equipment, teaching methods, and additional lesson plans.

ED 190 569

Clement, Annie, and Hartman, Betty. *Equity in Physical Education. Planning Manual*. Newton, Massachusetts: Education Development Center, Inc., 1980. 105p.

This guide was designed to raise questions, identify sources for further study, and provide a step-by-step approach to planning sex-fair physical education programs.

ED 190 570

Arnett, Chappelle, and others. *A.C.T.I.V.E. Sex Equity in Elementary School Physical Education. Competency-Based Teacher*

The ERIC Clearinghouse on Urban Education, under the auspices of the Institute for Urban and Minority Education, is constantly seeking documents for inclusion in the ERIC information storage and retrieval system. Teachers, administrators, researchers, and others are invited to submit research reports, program evaluations, instructional materials, bibliographies, surveys, conference papers and proceedings that deal with the education of urban and minority populations. Two copies of any appropriate document should be sent to:

Ms. Michael Webb
ERIC/CUE
Box 40
Teachers College, Columbia University
New York, New York 10027

Copies should be clearly printed and accompanied by an abstract, if possible.

Education Program. Newton, Massachusetts: Education Development Center, Inc., 1980. 79p.

This booklet presents a preservice teacher education competency-based model.

ED 190 658

Tractenberg, Paul L., and Kahn, Laura. *State Minimum Competency Testing Programs: Legal Implications of Minimum Competency Testing: Debra P. and Beyond. Final Report*. Denver, Colorado: Education Commission of the States, Department of Research and Information Services, October 15, 1979. 92p.

ED 190 682

Wegmann, Robert G. *School Impact on Neighborhood Composition*. April 1980. 31p. (Document not available in paper copy.)

This paper synthesizes studies indicating the effects of perceived school quality on the composition of the neighborhood served by the school.

ED 190 686

Gaffney, Michael J., and Wilson, Cynthia D. *A Primer for Parent and Community Involvement in the Public School System of the District of Columbia*. Washington, D.C.: Lawyer's Committee for Civil Rights under Law, November 1979. 243p.

Intended to introduce parents to the D.C. public school system, this manual describes the structure of the system, the budget process, school personnel, curricular decision making, and grievance procedures for parents and students.

ED 190 691

Hart-Nibbrig, Nand. *The Politics of School Desegregation: Los Angeles*. April 11, 1980. 118p.

Through history and political analysis, the author argues that Los Angeles schools have remained segregated because powerful individuals and groups have coalesced to prevent effective desegregation.

ED 190 698

Smith, Mary Lee, and Glass, Gene V. *Relationship of Class-Size to Classroom Processes, Teacher Satisfaction and Pupil Affect: A Meta-Analysis*. San Francisco, California: Far West Laboratory for Educational Research and Development, July 1979. 81p.

A statistical integration of previous research reveals that small class size is associated with higher-quality environment, better student attitudes, and greater teacher satisfaction.

ED 190 712

Fincher, Cameron. *A Study of Title III Impact on Historically Black Institutions*. Atlanta, Georgia: Southern Education Foundation, April 1980. 69p.

A questionnaire completed in 1979 by presidents of approximately 40 historically black colleges and universities revealed that Title III enabled many institutions to fulfill roles that might have otherwise have lagged, to broaden or consolidate their missions, and to improve their educational services.

ED 190 715

National Association for Asian and Pacific American Education, Berkeley, California. *Five Asian and Pacific American Perspectives on Educational Policy*. April 1980. 32p.

Five brief commentaries are offered on Federal educational policy as it relates to Asian and Pacific Americans.

ED 190 719

Hill, Paul T., and Rettig, Richard A. *Mechanisms for the Implementation of Civil Rights Guarantees by Educational Institutions*. Santa Monica, California: Rand Corporation, January 1980. 65p. (Document not available in paper copy.)

Based on case studies of 12 local educational agencies and 12 institutions of higher education throughout the country, it was found that: (1) nearly all institutions had implemented the federally required regulations concerning women, minorities, and the handicapped, though few people apart from managerial personnel knew they existed; and (2) although Federal mechanisms assure compliance, the most important changes are initiated by institutional leaders or employees.

ED 190 732

Asian American Bilingual Center, Berkeley, California; Bilingual Education Technical Assistance Center, Takoma, Washington; National Clearinghouse for Bilingual Education, Arlington, Virginia; Northwest Regional Educational Laboratory, Portland, Oregon. Center for Bilingual Education. *Directory of Asian and Pacific American Bilingual Programs in the United States*. June 1980. 187p. (Document not available in paper copy.)

Contained in this booklet are Federal, state and locally funded Asian and Pacific bilingual programs, including Basic Education programs, Bilingual Education Service Centers, Dissemination and Assessment Centers publishing materials, Materials Development Centers, and higher education institutions engaging in graduate-level bilingual programs.

ED 190 733

Beckum, Leonard C., and Dasho, Stefan, J. *Confronting Diversity: A Multidisciplinary Study of Teacher Training Needs in Newly Desegregated Schools*. San Francisco, California: Far West Laboratory for Educational Research and Development, May 1980. 40p.

Five hundred hours of ethnographic research provide data for a multidisciplinary analysis of a broad range of issues, from student-teacher interactions to district policy.

ED 190 735

Kean, Michael H. *Research and Evaluation in Urban Educational Policy. ERIC/CUE Urban Diversity Series, Number 67, June 1980*. New York, New York: Columbia University, ERIC Clearinghouse on the Urban Disadvantaged, June 1980. 25p.

A study conducted by the School District of Philadelphia and that city's Federal Reserve Bank, "What Works in Reading," was used as a case study to elicit 10 factors influencing the translation of research findings into educational policy.

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Youth Employment and Demonstration Projects Act
ED 179 716
ED 181 142
ED 185 376

ERIC/CUE Publications

In conjunction with its commitment to access every available resource on urban education, the ERIC Clearinghouse on Urban Education publishes the "Compact Guide," a seminal tool which can quickly provide information on a specific field of study. The Compact Guide varies in format, and presently includes the Fact Sheet, Brief Bibliography, and Resource Directory. The following are a list of publications currently available and free in limited quantities.

Fact Sheets

School Crime and Disruption
Discusses the myths and realities about school crimes by exploring statistics on crime rate, and its relationship to the school administration, teacher-student interaction, and the community. Possible solutions for securing a safe learning environment are presented.

Complying with Title IX Regulations
Defines the law which provides affirmative action in the area of sex discrimination. Delineates Title IX provisions under the categories of evaluation and remediation of current policies, admissions, treatment of students, and employment.

Burnout in Schools and Other Human Service Institutions
Presents "Burnout" as a term for the hazards and problems encountered in stressful occupations. Human service institutions need to recognize the physical and emotional signs of illness, provide appropriate treatment, and create institutional remedies, according to this survey.

Instructionally Effective Schools
Re-examines the research that indicates what instructionally effective schools have in common.

How to Make School Desegregation Work — Some Advice from the Research
Identifies factors and conditions, according to the growing body of research, which are important to the success and productiveness of school desegregation.

Reforming the Large Urban High School
Targets the symptoms of distress and failure in urban high schools and puts forth some solutions to remedy the current crisis which produces under-educated, unemployable citizens.

Brief Bibliographies

Strategies for Community Organization: Asian Americans

Communities and School Closings

Minority Groups and the Arts

Resource Directory
All listings include a brief synopsis of the article or document cited. Availability and procedure for procurement of materials are given.

Refugee Resettlement and Integration: An Organizational Guide
Briefly outlines the U.S. Government's response to the increasing number of refugees. This organizational guide provides names, addresses, and brief annotations of U.S. Government agencies, Department of Health and Human Services State Refugee Coordinators, Voluntary Resettlement Agencies (VOLAGS), and selected agencies offering general and educational information, and educational resources.

Urban Diversity Series

This collection of monographs and bibliographies provides an in-depth analysis of selected topics.

No. 50 *Communicating With, Not To, the Urban Poor*, Brenda Dervin. Fall 1977.

No. 54 *Schooling in Big Cities: A Comparative, International Perspective*, Max A. Eckstein. July 1978.

No. 58 *A Question of Perspective: Toward a More Complex View of Classrooms*, Sara Lawrence Lightfoot. Fall 1978.

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No. 59 Educating Diverse Populations: Selected Papers. Winter 1979.

No. 60 *Schooling in Haiti*, Michel Laguerre. February 1979.

No. 61 *Perspectives on Sex and Gender: Proceedings of a Multidisciplinary Conference*, June Kallos, Editor. February 1979.

No. 62 *The Annotated Bibliography on Cross-Cultural Problems in Education. Volume II: Published Literature (Books)*, Cornelius Lee Grove. March 1979.

No. 63 *Classroom Culture and the Problem of Control*, Joseph C. Grannis. May 1979.

No. 64 *Pursuing Equal Educational Opportunity: School Politics and the New Activists*, Edith K. Mosher, Anne H. Hastings, Jennings L. Wagoner, Jr. Summer 1979.

No. 65 *Hispanic Migrations from the Caribbean and Latin America (Conference Proceedings)*. August 1979.

No. 66 *Physical Education and Athletics: Strategies for Meeting Title IX Requirements (Conference Proceedings)*. August 1979.

No. 67 *Research and Evaluation in Urban Educational Policy*, Michael H. Kean. June 1980.

No. 69 *Urban Environments and Urban Children*, James Garbarino and Margaret C. Plantz. August 1980.

No. 70 *Review of Instructionally Effective Schooling Literature*, Carolyn Benbow, Compiler. August 1980.

All publications, including the Compact Guide, are available from the ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, New York 10027. Series numbers 50 and 58 are $2.50 each; numbers 59 through 70 are $5.00 each. Prepayment is required.

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